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ABSTRACT

The studies reported in this paper represent an effort to assess the attitudes of inservice and preservice teachers toward the open classroom. Three instruments are described which were used as pretest and posttest measures of attitudes of participants in a one-week Open Education Workshop. The instruments are: (1) a Likert-type attitude scale with 52 items dealing with formal/informal and teacher-centered/child-centered attitudes; (2) an adaptation of the Rokeach Value Survey, which calls for a ranking of 18 terms representing values; and (3) a semantic-differential task, which requires 10 responses to each of 12 items. Data presented clearly support the conclusion that it is possible to change the attitudes in a positive direction, during a one-week workshop, as measured by the AOA Attitude Scale. Pre- to posttest changes seemed to be reasonably stable. The last instrument indicated short-term changes in the perceptions of the participants toward open education but long-term effects were shown to be less consistent. (Author/EB)

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MEASURES OF TEACHER ATTITUDE TOWARD THE OPEN CLASSROOM

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INTRODUCTION*

Teachers' attitudes have been studied and many measures have been developed. The Minnesota Teacher Attitude Inventory is probably the best known instrument on this subject. However, measures of attitudes toward "open" education are still in their infancy. Barth's twenty-nine "Assumptions about Learning and Knowledge"** give a background upon which such an attitude measure can be built.

The studies reported in this paper represent a serious effort to assess the attitudes of inservice and preservice teachers toward the open classroom. Three instruments are described here which were used as pretest and posttest measures of attitudes of participants in a one-week Open Education Workshop conducted at the Capitol Campus of The Pennsylvania State University in June and July, 1974.

The instruments were administered three times to workshop participants. The first administration was prior to the workshop, the second was immediately after the workshop, and a final administration was in November following the workshop. Two sessions of the workshop were conducted. The first was in late June, 1974, with eighty-five participants, and the second was in early July, with seventy participants. Each session was scheduled 9 a.m. to 4 p.m., Monday through Saturday.

The workshop was an intensive experience, aimed at changing the attitudes of teachers toward the practice of open education in their own classrooms. Participants were given a direct personal experience in an open education setting, assuming the roles of students, while each workshop instructor took the role of a classroom teacher and conducted the workshop as participants might manage their own classrooms. Participants were expected to read at least five selected books on open education before attending the workshop.

The instruments which were used to measure workshop participants' attitudes before and after the workshop are described in the following pages, along with the results of the measurements. The instruments are:

1. A Likert-type attitude scale with fifty-two items dealing with formal/informal and teacher-centered/child-centered attitudes.

2. An adaptation of the Rokeach Value Survey, which calls for a ranking of eighteen terms representing values.

3. A semantic-differential task, which requires ten responses to each of twelve items.

*Research for this paper was supported by a Capitol Campus Research Grant.

**Roland S. Barth, "Open Education," unpublished doctoral dissertation, Harvard Graduate School of Education, 1970; reproduced in Phi Delta Kappan, October 1971, p. 8-9.

A LIKERT-TYPE* ATTITUDE SCALE

The AOA Attitude Scale is a Likert-type scale developed by Roy W. Allison, David O. Ongiri, and Donald K. Alexander. (See attached.) It was administered to 46 participants in the Open Education Workshop at the Capitol Campus of The Pennsylvania State University in the summer of 1974. The scale was administered just prior to the workshop, immediately following the workshop, and the following November. The results of these three administrations are reported in Table I (below).

The null hypothesis was that no change would take place in the attitudes of the workshop participants toward open classrooms, as measured by the AOA Attitude Scale. The t test was used to test for differences between the pretest and posttest, between the pretest and post-posttest, and between the posttest and post-posttest. Table II shows the results of these calculations. In all instances the hypothesis could be rejected at the 1% level of confidence.

Table I

Means, Standard Deviations and Sums of Squares on Pretest, Posttest, and Post-Posttest on the "AOA Attitude Scale"

	Pretest	Posttest	Post-Posttest	Pretest x Posttest Difference	Pretest x Post-Posttest Difference	Posttest x Post-Posttest Difference
N	46	46	46	46	46	46
Mean	185.34	204.65	191.93	19.30	6.58	-12.71
Standard Deviation	14.96	14.38	17.27	13.39	13.73	16.42
$\sum X$	8526	9414	8829	888	303	-585
$\sum X^2$	1590350	1935910	1708021	25218	10489	19585
$\sum x^2$	10074.44	9314.44	13428.81	8075.74	8493.16	12145.33

Table II

Matrix of t Tests for Differences in Change of Attitude Between the Pretest, Posttest, and the Post-Posttest as Measured by the AOA Attitude Scale

	Posttest	Post-Posttest
Pretest	9.772**	3.243**
Posttest		5.248**

**Significant at the .01 level; df = 45; N = 46.

Prior to preparing the attitude scale, the investigators reviewed current articles in periodicals and textbooks which expressed various viewpoints concerning the open classroom. Both positive and derogatory statements concerning the open classroom were noted in the various sources. A list of items was formulated, and these items were submitted to five education faculty who ranked them, from "very favorable to open education" to "very unfavorable toward open education." As shown in Table III, rank-order correlations among the judges were at an acceptable level.

Table III

Correlations Among Judges' Rankings of Items and the Mean Ranking

Judges	2	3	4	5	Mean Ranking
1	.701	.743	.674	.693	.863
2		.712	.656	.766	.863
3			.616	.707	.855
4				.707	.817
5					.857

The investigators claim both content validity and construct validity for the AOA instrument. The lowest index of reliability for the instrument is an Alpha Index of Reliability of .826 with a mean of 187.084 and a standard deviation of 14.132. The same data above produced a Guttman's Lambda-3 Index of Reliability of .856. The N for this particular group was 83.

The data presented above clearly support the conclusion that it is possible to change the attitudes in a positive direction, as measured by the AOA Attitude Scale, during a one-week workshop. In spite of the rapid decline of pro-open-education attitude evidenced between the posttest and post-posttest, the net gain between pretest and post-posttest was positive and significant at the 1% level.

*Rensis Likert, "A Technique for the Measurement of Attitudes," Archives of Psychology, No. 140 (New York: Columbia University, 1932), p. 55.

NOTE: A similar Likert-type scale was developed by Roy W. Allison, Sr., and described in "The Effect of Three Methods of Treating Motivational Film Upon the Attitudes of Fourth-, Fifth-, and Sixth-Grade Students Toward Science, Scientists, and Scientific Careers," unpublished doctoral dissertation, The Pennsylvania State University, 1966.

AN ADAPTATION OF THE ROKEACH VALUE SURVEY*

One attempt to measure attitude change in the workshop participants was made with an adaptation of the Rokeach Value Survey. In its published form, the Value Survey consists of two lists of terms which represent values--one list of eighteen terminal values and one list of eighteen instrumental values--with the instructions to "arrange them in order of their importance to YOU, as guiding principles in YOUR life."

For use with these workshop participants, only the list of instrumental values was used, and the instructions were modified to focus on these values as values which workshop participants would wish to foster in children in their classrooms. As modified, the instructions were to "arrange them in order of their importance to you as guiding principles in your teaching"--viewing these terms as "characteristics which you may or may not want to see in your pupils." (See attached Survey form.)

The adaptation of the Value Survey was administered three times to the two groups of workshop participants: (1) just before the workshop began, (2) the last day of the workshop, and (3) approximately sixteen weeks after the workshop. The hypothesis was that participants would rank-order the eighteen instrumental values differently after the workshop from the way they had ranked them before the workshop. The third administration, after workshop participants had returned to the realities of their own classrooms, was an attempt to measure the stability of any change which might have been indicated in the second administration.

In accord with Rokeach's statistical procedure, the Spearman rank-correlation procedure was used to compare group rankings of the eighteen values. A low correlation between the first and second administrations of the Survey would indicate a change in participants' rankings of the values as a result of the workshop experience; and a high correlation between the second and third administrations of the Survey would indicate stability in the responses which were made at the end of the workshop. Also, correlation coefficients were computed between the first the third administration of the Survey to provide an indication of the overall (lasting) effect of the workshop.

The following tables show the median correlation coefficients for comparisons of workshop groups' rankings of the eighteen values. Table I is a comparison of pretest and posttest results (administrations 1 and 2) for all participants in groups I and II, separately and combined.

*Described in Milton Rokeach, The Nature of Human Values (The Free Press, 1973). Form D is distributed by Halgren Tests, 873 Persimmon Avenue, Sunnydale, California 94087.

Table I

Median Spearman Rank Correlation Coefficients (rho)
for Pretest and Posttest Comparisons

group	n	pretest x posttest rho
I	77	.647
II	58	.572
I and II	135	.618

As indicated in Table I, the group I correlation between the pretest and posttest was comparatively high (rho = .647), indicating that the workshop experience did not greatly change the participants' rank-orderings of the eighteen values. Group II showed a somewhat lower correlation (rho = .572), indicating a greater change than group I as a result of the workshop.

Table II shows median correlation coefficients for comparisons among the three administrations of the Survey, including only those participants who completed all three administrations.

Table II

Median Spearman Rank Correlation Coefficients (rho)
for Pretest, Posttest, and Post-Posttest Comparisons
Including Only Participants Who Completed All Three Surveys

group	n	pretest x posttest rho	posttest x post-posttest rho	pretest x post-posttest rho
I	30	.746	.725	.692
II	16	.549	.557	.510
I and II	46	.675	.658	.592

As Table II indicates, when the participants who did not submit a third rank-ordering of the Value Survey (the post-posttest) were eliminated, a relatively high correlation (rho = .746) was found between pretest and posttest for the remaining participants in group I, indicating little change as a result of the workshop. Comparison of group I post-posttest rankings (rho = .725) indicated that the group remained relatively stable when they returned to their classrooms. And the pretest x post-posttest comparison (rho = .692) verified the conclusion that group I values rankings were not greatly affected by the workshop.

Group II, on the other hand (including only the participants who completed the post-posttest), underwent greater change (rho = .549) during the workshop,

showed less stability when they returned to their classrooms (rho = .557), and indicated a greater overall change (rho = .510) from pretest to post-posttest than had been indicated immediately following the workshop.

In addition to correlations between group rank-orderings of the eighteen values, median ranks for individual values were calculated to provide comparisons among groups and among the three administrations of the Survey. (See Tables III, IV, V, and VI; note that lower numerals indicate higher ranks.)

A number of interesting questions and speculations are suggested by careful scrutiny of the median rankings of individual values on these tables. Although groups I and II appear generally similar throughout the tables, some differences and some outstanding similarities are as follows:

1. "Independence," which might be expected to rise in rank as a result of the workshop, was not much affected. It was ranked higher by group I than by group II on the pretest; however this difference lessened somewhat on the posttest and post-posttest.

2. While "honesty" was lowered and "imagination" was raised by group I from pretest to posttest, the direction was the reverse for group II.

3. In both groups, "clean" tends to be valued least, although it gained in rank with each administration of the Survey in group II.

4. "Honest," "independent," and "responsible" seem to be most valued by both groups.

5. "Obedient" was ranked lower on the posttest than on the pretest in both groups, as might be an expected result of the workshop.

Values which show overall gains in rank in both groups (pretest x posttest for the entire groups and pretest x post-posttest for the participants who took all three tests) are: broadminded, cheerful, clean, courageous, forgiving, and loving. Values which show overall losses in rank are: logical, obedient, polite, and self-controlled.

In summary, this adaptation of the Rokeach Value Survey has provided some interesting data concerning the workshop participants. According to the rank-correlation data, the two workshop groups were somewhat different, with group II apparently responding more than group I to the invitation to change. The comparison of rankings of individual values verifies some differences between groups I and II and shows some increased differences from pretest to post-posttest. It is interesting to note that, in a majority of cases, pretest-to-posttest changes tend to be reasonably stable, as indicated by post-posttest rankings.

Table III
Median Ranks of Individual Values on Pretest, Posttest, and Post-Posttest for Group I

Value	Entire Group (n = 77)		Participants Who Completed All Three Tests (n = 30)		
	Pretest	Posttest	Pretest	Posttest	Post-Posttest
ambitious	6.0	10.0	9.0	9.0	7.0
broadminded	10.0	6.0	8.0	6.0	7.0
capable	12.0	14.0	13.0	13.0	11.0
cheerful	9.0	8.0	8.0	7.0	7.5
clean	16.0	16.0	17.5	16.5	16.5
courageous	11.0	9.0	11.0	9.0	10.0
forgiving	10.0	8.0	10.0	8.5	7.5
helpful	8.0	7.0	9.5	8.0	8.0
honest	4.0	5.0	5.0	6.0	5.5
imaginative	7.0	6.0	6.0	6.5	6.5
independent	3.0	5.0	3.0	4.0	4.5
intellectual	14.0	16.0	14.5	14.0	15.0
logical	13.0	15.0	12.5	14.0	13.5
loving	12.0	10.0	12.0	10.0	11.0
obedient	12.0	13.0	14.0	14.0	14.5
polite	10.0	11.0	11.0	12.5	12.0
responsible	3.0	4.0	3.0	4.0	5.0
self-controlled	6.0	8.0	4.0	6.0	8.5

Table IV
Median Ranks of Individual Values on Pretest, Posttest, and Post-Posttest for Group II

Value	Entire Group (n = 58)		Participants Who Completed All Three Tests (n = 16)		
	Pretest	Posttest	Pretest	Posttest	Post-Posttest
ambitious	5.0	8.0	3.0	5.5	5.5
broadminded	9.0	5.0	12.0	7.5	10.0
capable	12.0	13.5	11.0	13.0	14.5
cheerful	10.0	8.5	11.0	8.0	10.0
clean	17.0	14.5	17.0	14.5	13.5
courageous	13.0	10.0	13.0	10.0	11.0
forgiving	10.0	7.0	10.5	6.5	8.5
helpful	9.0	8.0	8.0	7.5	7.0
honest	6.0	5.0	6.5	3.5	5.0
imaginative	5.0	6.0	5.5	7.5	6.5
independent	7.0	6.0	7.5	7.5	6.5
intellectual	15.0	15.0	14.5	14.5	15.0
logical	11.0	12.5	12.0	14.5	13.5
loving	14.0	10.0	15.0	10.5	13.5
obedient	10.0	14.0	10.0	13.5	11.0
polite	10.0	12.0	9.0	12.0	9.0
responsible	4.0	4.0	3.0	5.5	3.5
self-controlled	6.0	8.5	5.5	9.5	6.0

Table V
Median Ranks of Individual Values on Pretest, Posttest, and Post-Posttest for Groups I and II Combined

Value	Entire Group (n = 135)		Participants Who Completed All Three Tests (n = 46)		
	Pretest	Posttest	Pretest	Posttest	Post-Posttest
ambitious	5.0	8.0	6.0	7.5	6.5
broadminded	10.0	6.0	9.0	7.0	8.0
capable	12.0	14.0	13.0	13.0	12.0
cheerful	10.0	8.0	10.0	7.0	9.0
clean	17.0	16.0	17.0	16.0	15.0
courageous	12.0	9.0	13.0	9.0	11.0
forgiving	10.0	8.0	10.0	8.0	8.0
helpful	8.0	8.0	8.5	8.0	8.0
honest	5.0	5.0	5.0	5.0	5.0
imaginative	6.0	6.0	6.0	7.0	6.5
independent	5.0	5.0	3.0	5.0	5.0
intellectual	15.0	15.0	14.5	14.0	15.0
logical	12.0	14.0	12.5	14.0	13.5
loving	13.0	10.0	12.0	10.0	12.0
obedient	11.0	13.0	11.5	14.0	13.5
polite	10.0	11.0	10.0	12.0	11.0
responsible	4.0	4.0	3.0	4.0	5.0
self-controlled	6.0	8.0	4.5	6.0	7.0

Table VI
Median Ranks of Individual Values on Pretest and Posttest for Group I and Group II

Value	Pretest		Posttest		Post-Posttest	
	Group I (n = 77)	Group II (n = 58)	Group I (n = 77)	Group II (n = 58)	Group I (n = 30)	Group II (n = 16)
ambitious	6.0	5.0	10.0	8.0	7.0	5.5
broadminded	10.0	9.0	6.0	5.0	7.0	10.0
capable	12.0	12.0	14.0	13.5	11.0	14.5
cheerful	9.0	10.0	8.0	8.5	7.5	10.0
clean	16.0	17.0	16.0	14.5	16.5	13.5
courageous	11.0	13.0	9.0	10.0	10.0	11.0
forgiving	10.0	10.0	8.0	7.0	7.5	8.5
helpful	8.0	9.0	7.0	8.0	8.0	7.0
honest	4.0	6.0	5.0	5.0	5.5	5.0
imaginative	7.0	5.0	6.0	6.0	6.5	6.5
independent	3.0	7.0	5.0	6.0	4.5	6.5
intellectual	14.0	15.0	16.0	15.0	15.0	15.0
logical	13.0	11.0	15.0	12.5	13.5	13.5
loving	12.0	14.0	10.0	10.0	11.0	13.5
obedient	12.0	10.0	13.0	14.0	14.5	11.0
polite	10.0	10.0	11.0	12.0	12.0	9.0
responsible	3.0	4.0	4.0	4.0	5.0	3.5
self-controlled	6.0	6.0	8.0	8.5	8.5	6.0

A SEMANTIC DIFFERENTIAL TASK

The semantic differential instrument had its origin in the work of Charles Osgood.* As adapted for use with participants in the Capitol Campus Open Education Workshop, the instrument was intended to measure possible changes in workshop participants' perceptions of "open" education.

Workshop participants were asked to react to twelve statements concerning the open classroom by rating each on ten semantic differential scales. The twelve statements were as follows:

1. The open classroom requires consistent control techniques.
2. The open classroom promotes socio-emotional growth.
3. The open classroom is noisy.
4. The open classroom is expensive.
5. The open classroom is unstructured.
6. Open classroom students are self-motivated.
7. The open classroom promotes academic growth.
8. The open classroom is well organized.
9. The open classroom requires special physical facilities.
10. The open classroom is less work for teachers.
11. The open classroom is for slower students.
12. The open classroom is a threat to traditional teachers.

The order of presentation of the statements was determined by random selection. Responses to items 11 and 12 are not included in this report.

Ten semantic differential scales appear on the same page with each statement. The scales used were as follows:

REAL . . . . . UNREAL

EFFECTIVE . . . . . INEFFECTIVE

HELPFUL . . . . . USELESS

SUCCESSFUL . . . . . UNSUCCESSFUL

LIKELY . . . . . UNLIKELY

CONCEIVABLE . . . . . INCONCEIVABLE

VALUABLE . . . . . WORTHLESS

ADEQUATE . . . . . INADEQUATE

ACTIVE . . . . . PASSIVE

BELIEVING . . . . . SKEPTICAL

*C. E. Osgood, C. J. Suci, and P. H. Tannenbaum, The Measurement of Meaning (Urbana: University of Illinois Press), 1957.

NOTE: A similar adaptation of the semantic differential was developed by Duane R. Smith and described in "A Study of Elementary Teachers' Attitudes Toward, Beliefs About, and Use of Newer Instructional Materials," unpublished doctoral dissertation, University of Pittsburgh, 1966.

Each participant was asked to complete this instrument (1) in June of 1974, prior to the one-week Open Education workshop, (2) at the conclusion of the workshop, and (3) during the following November.

The analysis presented in Figure 1 (following page) shows the mean scores of the ten scales for the total group of participants for the ten statements included in this analysis. The results described here include only those participants who completed all three administrations of the instrument. The N of this group is forty-six. For analysis, values have been assigned to the seven spaces between the polar adjectives of the semantic differential scale. For the purposes of this research the following criteria were used:

1. Positive attitude: mean scores less than 3.0.
2. Neutral attitude: mean scores between 3.0 and 5.0.
3. Negative attitude: mean scores greater than 5.0.

The mean scores show participants strongly positive in their responses to the statements which indicate that the open classroom (1) requires consistent control techniques, (2) promotes socio-emotional growth, (3) promotes academic growth, and (4) is well organized. Participants were positive concerning the statements which indicate (1) that the open classroom is noisy and (2) that open classroom students are self-motivated.

Statements which the respondents' ratings placed in the neutral range include those which describe the open classroom as (1) expensive, (2) unstructured, and (3) requiring special physical facilities. (Responses in this neutral area indicate a lack of agreement among the members of the responding group--i.e., while a number of individuals within the group felt that open classrooms are expensive, unstructured, and require special physical facilities, there were an equal or larger group who felt the opposite.)

In the negative category there is just one statement: The open classroom is less work for teachers. Responses indicate that teachers perceived this statement to be false. As the statement itself is negative, teachers are actually indicating a positive attitude toward the belief that the open classroom is work for teachers.

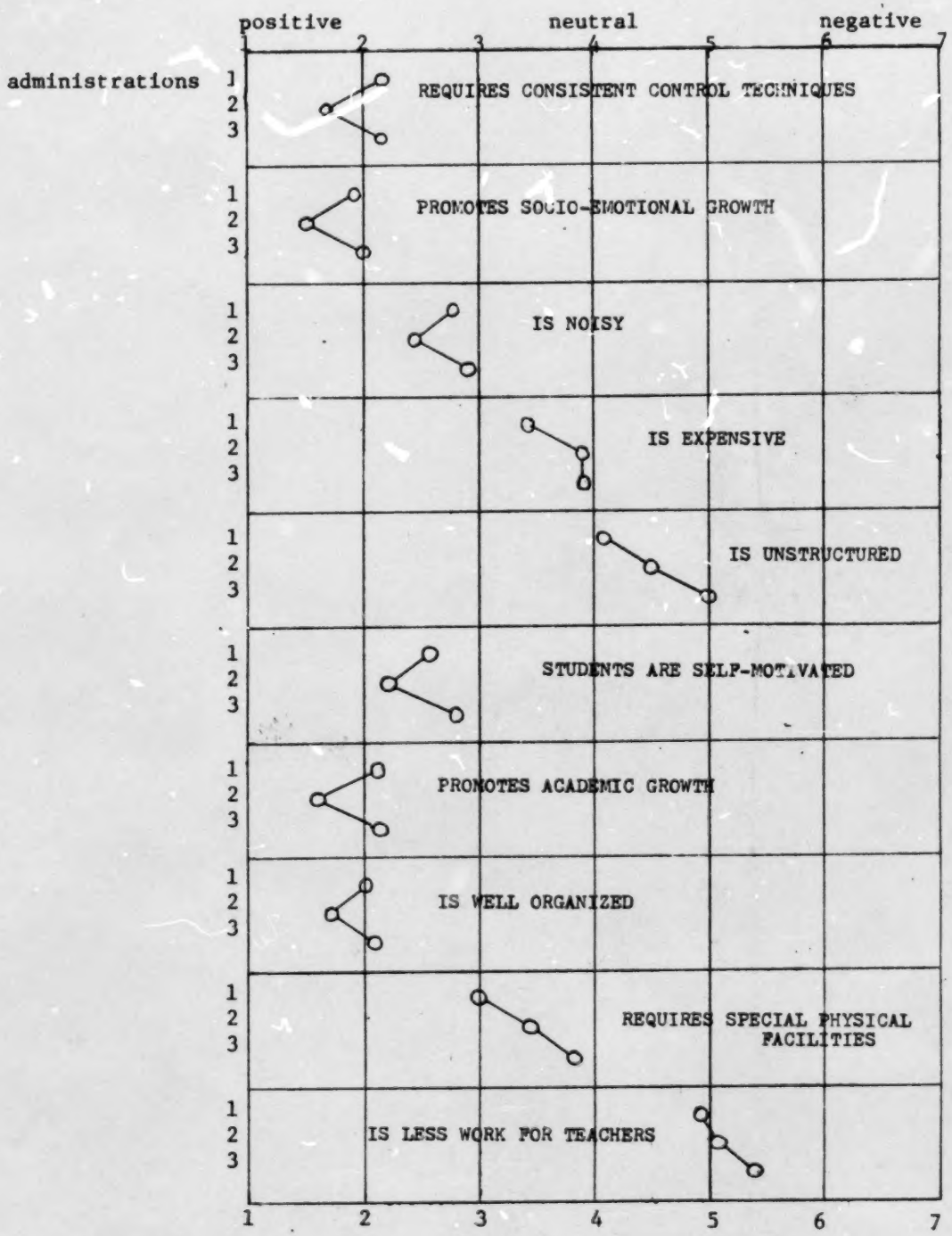
Figure 1 shows two distinct response patterns across the three administrations of the semantic differential instrument. Six of the ten items ("requires consistent control," "promotes socio-emotional growth," "is noisy," "students are self-motivated," "promotes academic growth," and "is well organized") received a positive response on the pretest, moved to a more positive response immediately following the workshop, and returned approximately to their original positions when the instrument was administered in November.

The remaining four items on the instrument ("is expensive," "is unstructured," "requires special physical facilities," and "is less work for teachers") present a different pattern. All moved toward the negative end of the scale as a result of the workshop, and all except "is expensive" continued toward the negative end during the several months following the workshop.

In summary, this instrument clearly indicates short-term changes in the perceptions of workshop participants toward open education as a result of the workshop experience. The long-term effects, however, are less consistent. On items toward which initial perceptions were positive, no long-term gain was indicated. On the other hand, items which appeared initially in the neutral range showed long-term changes toward the negative end of the differential scale.

Figure 1

A Comparison of Mean Scores on Three Administrations of a Semantic Differential Task Concerning Open Classrooms.



1 = prior to the workshop (June)
2 = at the end of the workshop (July)
3 = November, following the workshop

SUMMARY AND CONCLUSIONS

Three instruments were described which were used to measure attitudes toward "open" education before and after a one-week summer workshop at the Capitol Campus of The Pennsylvania State University. The workshop was designed to encourage favorable attitudes in inservice and preservice teachers.

A Likert-type attitude scale indicated changes toward agreement with statements favoring informal and child-centered teaching. A values-ranking task resulted in moderate positive correlations before and after the workshop, indicating some re-ordering of values priorities in teaching. Individual values were identified which appeared to be affected--some positively and some negatively--by the workshop. Finally, a semantic differential task was used to identify positive-to-negative reactions to a number of statements concerning the open classroom.

All of these instruments provided some evidence of attitude change in workshop participants. Each instrument has strengths and weaknesses. The semantic differential is perhaps the easiest to respond to, but the most expensive to administer because of the large number of scales to complete. The Value Survey was the most difficult for participants to complete, and the statistical procedures for it are the least precise, though it is also the least complex of the three instruments. The Likert-type AOA Attitude Scale, though it depends upon a reasonably consistent interpretation of a comparatively large number of items (which must be read carefully), appears to have realiability and yields results which are comparatively easy to interpret statistically.

AOA OPEN-CLASSROOM ATTITUDE QUESTIONNAIRE

PLEASE RESPOND TO THE FOLLOWING ITEMS BY CIRCLING THE APPROPRIATE SYMBOL AS FOLLOWS:

SA = STRONGLY AGREE

A = AGREE

U = UNDECIDED

D = DISAGREE

SD = STRONGLY DISAGREE

1.	Teachers must provide motivation if children are to get interested in learning.	SA	A	U	D	SD
2.	No one knows what children will need to know as adults.	SA	A	U	D	SD
3.	If a student is doing something he is interested in, he is not likely to get into trouble.	SA	A	U	D	SD
4.	Every child should have a desk and a chair to do his school work.	SA	A	U	D	SD
5.	Discussion with peers is one of the best ways to learn.	SA	A	U	D	SD
6.	It is an acceptable practice to have students grade their own papers.	SA	A	U	D	SD
7.	Materials alone can provide sufficient motivation for learning.	SA	A	U	D	SD
8.	Children with less ability should be allowed to work at their own pace in school without extra assignments.	SA	A	U	D	SD
9.	A middle-grade teacher should expect that a lower-grade teacher will have prepared the children for middle-grade-level work.	SA	A	U	D	SD
10.	A child's innate curiosity can keep him busy at productive activities in school.	SA	A	U	D	SD
11.	The principal should assign the content to be taught.	SA	A	U	D	SD
12.	Teachers should grade students' papers to see that they are graded correctly.	SA	A	U	D	SD
13.	Children pay little attention to distractions around them when they are busy.	SA	A	U	D	SD
14.	If a student chooses what he wants to work on, he will keep busy and learn more.	SA	A	U	D	SD

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15.	Students should be permitted to move about freely in the classroom.	SA	A	U	D	SD
16.	The practice of reading under tables or in other hiding places should be discouraged because it is harmful to children's posture and eyesight.	SA	A	U	D	SD
17.	Teachers should follow the content provided in textbooks.	SA	A	U	D	SD
18.	Children are naturally self-motivated to learn.	SA	A	U	D	SD
19.	The desks could be removed from a classroom without a great loss in learning.	SA	A	U	D	SD
20.	Children should be taught as their teachers were taught.	SA	A	U	D	SD
21.	A student should remain in one place in the classroom until given permission to move.	SA	A	U	D	SD
22.	School boards should decide upon the content of the curriculum.	SA	A	U	D	SD
23.	If children are to develop into responsible adults, they should learn to keep their classroom neat and orderly.	SA	A	U	D	SD
24.	A child has the right to refuse to do an assignment his teacher gives him.	SA	A	U	D	SD
25.	A classroom which appears messy and disarrayed may provide the best possible learning situation.	SA	A	U	D	SD
26.	Children are easily distracted by things going on around them.	SA	A	U	D	SD
27.	Listening to the teacher is one of the most important skills for a child to develop.	SA	A	U	D	SD
28.	Only the best and experienced teachers should try to individualize their pupils' studies.	SA	A	U	D	SD
29.	Students will learn best if their group works together with the same book	SA	A	U	D	SD
30.	It would be good for young children to be taught to operate a film-strip projector.	SA	A	U	D	SD
31.	The parents should participate in the selection of curriculum content.	SA	A	U	D	SD
32.	Children should not be taught to read until they are ready, whatever their grade level.	SA	A	U	D	SD
33.	Children are able to learn in an atmosphere of activity and noise.	SA	A	U	D	SD
34.	A good way for children to learn concepts is by reading about them.	SA	A	U	D	SD

35.	A visitor should knock at the door before entering an occupied classroom.	SA	A	U	D	SD
36.	Manipulating concrete materials is one of the best ways to learn.	SA	A	U	D	SD
37.	Normal children will learn to read in the first grade if taught properly.	SA	A	U	D	SD
38.	Learning is primarily an individual activity.	SA	A	U	D	SD
39.	Students will learn to read best if they select the books they read.	SA	A	U	D	SD
40.	An old refrigerator box makes a good place for a child to do his reading lesson.	SA	A	U	D	SD
41.	If students don't have enough assigned work they are likely to get into trouble.	SA	A	U	D	SD
42.	Children learn best in a quiet atmosphere.	SA	A	U	D	SD
43.	Teachers who favor informal teaching methods are likely to be too permissive.	SA	A	U	D	SD
44.	The best way to keep good discipline in a classroom is to give the children plenty of work to do.	SA	A	U	D	SD
45.	A primary-grade teacher should be able to expect that a child who is below grade level will be taught at his own level in the higher grades.	SA	A	U	D	SD
46.	Since teachers are more mature they know better than a child what should be learned.	SA	A	U	D	SD
47.	Children should be taught to check out their own books from the school library in the absence of the librarian.	SA	A	U	D	SD
48.	Children should be able to go to the school library at any time to study.	SA	A	U	D	SD
49.	Students who work slowly in school should be given more homework to keep them up with the faster learners.	SA	A	U	D	SD
50.	Each child's program of studies in school has to be designed individually for him.	SA	A	U	D	SD
51.	The ideal classroom would have a number of tables and chairs of different sizes and shapes.	SA	A	U	D	SD
52.	Most teachers place too many restrictions on children's activities in the classroom.	SA	A	U	D	SD

STUDENT CHARACTERISTICS VALUE SURVEY*

Directions:

The terms at the right describe characteristics which a teacher may value in the children in his/her classroom--in other words, characteristics which you may or may not want to see in your pupils.

Your task is to arrange them in the order of their importance to you as guiding principles in your teaching.

Study the list carefully and pick out the item which you consider to be most important. Put the numeral "1" in the box to the right of that item.

Then pick out the item which is second most important and number it "2." Continue similarly for each of the remaining items, until the item which is least important to you is numbered "18."

Work slowly and think carefully. If you change your mind, feel free to change your numbering.

AMBITIOUS (hard-working, aspiring)	
BROADMINDED (open-minded)	
CAPABLE (competent, effective)	
CHEERFUL (lighthearted, joyful)	
CLEAN (neat, tidy)	
COURAGEOUS (standing up for your beliefs)	
FORGIVING (willing to pardon others)	
HELPFUL (working for the welfare of others)	
HONEST (sincere, truthful)	
IMAGINATIVE (daring, creative)	
INDEPENDENT (self-reliant, self-sufficient)	
INTELLECTUAL (intelligent, reflective)	
LOGICAL (consistent, rational)	
LOVING (affectionate, tender)	
OBEDIENT (dutiful, respectful)	
POLITE (courteous, well-mannered)	
RESPONSIBLE (dependable, reliable)	
SELF-CONTROLLED (restrained, self-disciplined)	

*Adapted from Value Survey by Milton Rokeach, 1967 (distributed by Halgren Tests, 873 Persimmon Avenue, Sunnydale, California 94087).